2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.0
1.1
1.25
1.4
1.8
1.6
100 mm
A5
PG
1.0 mm
1.5 mm
2.0 mm
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

DOCUMENT RESUME

ED 266 660 FL 015 504

TITLE Chile. English Teaching Profile.
INSTITUTION British Council, London (England). English Language and Literature Div.
PUB DATE Nov 85
NOTE 16p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Accreditation (Institutions); Adult Education; Articulation (Education); Continuing Education; Creative Writing; Developing Nations; *Educational Trends; Elementary Secondary Education; *English (Second Language); English for Special Purposes; Foreign Countries; Higher Education; Information Sources; Instructional Materials; Language Enrollment; Language of Instruction; Language Research; *Language Role; *Language Teachers; *Language Usage; Teacher Education; Technical Assistance; Testing; Trend Analysis
IDENTIFIERS *Chile

ABSTRACT

A review of English language usage and instruction in Chile describes the role and status of English in society and outlines the situation of English-as-a-second-language instruction within the educational system at all levels. The profile covers the folLowing areas: the characteristics, qualifications, and pre- and in-service training of English teachers; curriculum and testing; choice and availability of instructional materials; educational administration in relation to English teaching; development and planning of English instruction; instruction outside the educational system; British and other international support for English instruction; commercial opportunities for English language goods and services; the status of creative writing and current research; and further information sources. It is concluded that the demand for English instruction has remained relatively high in Chile, but that recent political and economic trends have limited English language instruction and teacher training; recent language program results have been poor. Anticipated trends include growth in instruction in English for special purposes, continued emphasis on language instruction in English-language and British-type schools, possible lowering of teacher education course entrance standards and decline in trained teachers willing to accept existing pay scales, and continued limited allocation of instructional resources. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Price

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED266660

ENGLISH TEACHING PROFILE

Country: CHILE

Date: November 1985

1. ROLE AND STATUS OF ENGLISH

Spanish is the official language of Chile and is used for all purposes of communication within the country. English, however, has held a traditionally important place because of Britain's role in the national independence movement in the early nineteenth century, and the subsequent large-scale investment and commercial activity. Largely arising from this economic involvement a considerable Anglo-Chilean community grew up in the latter part of the last century. Fewer and fewer of its members, however, actually use English as a mother tongue. Although Britain's commercial role has very largely been superseded by a predominantly American involvement in the twentieth century, British commercial and technical contacts together with British English still retain prestige.

The main needs for English are now:

(i) for the understanding of scientific and technical literature

(ii) for commercial use in export-related economic activity

(iii) at technician level and within the armed forces for the understanding of equipment manuals and instructions

(iv) middle-class aspirations towards travel and study overseas.

There is also a day-to-day awareness of English through imported Western popular culture, particularly pop music and films.

(c) The British Council, 1985

All rights reserved. No part of this publication may be produced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the permission of the British Council, 10 Spring Gardens, London SW1A 2BN.

FL015504

2. ENGLISH WITHIN THE EDUCATION SYSTEM

Background to the Education System

The school system provides twelve years of education:

Enseñanza basica (basic cycle)	age 6 - 13 grades 1 - 8	8 years
Enseñanza media (secondary schooling)	age 14 - 17 grades 9 - 12	4 years

The basic stage is free in state schools only and compulsory, but in actuality the drop-out rate can be as high as 50 per cent. There is a system of graduation from grade to grade with provision for repeating grades if necessary. Recent figures showed an 18 per cent repetition rate for first grade and a 15 per cent rate for the seventh and eighth grades.

The secondary stage is also free in state schools where only a small matriculation fee is charged, but non-compulsory. In both stages, however, pupils are required to buy their own textbooks, although there are presentations by the Ministry of Education to state schools. According to recent statistics (1983) state education represents roughly 79 per cent of the total, with a student population of some 2.1 million.

In 1981 control of the school system was devolved from the Ministry of Education to local authorities - Alcaldias (town councils) or Municipalidades (municipalities). By 1983, 90 per cent of the schools had been transferred; the remainder are expected to be transferred within the next few years. Local authorities are responsible for administration and finance, while the Ministry retains control over educational policy and curriculum.

The Private Schools

These comprise roughly 23 per cent of the school sector. The largest group of private schools is made up of religious foundations (20 per cent of the school sector). Their usual practice is to follow the state school curriculum. Some schools have foreign cultural or language affinities. This group includes some 'British' schools located in Santiago and other large cities, usually in those areas where there was a sizeable English-speaking community in the past among the business or mining community. Some of these schools are of high standing; others teach little more English than the state schools. The Association of British Schools in Chile (Asociación de Colegios Británicos en Chile) was founded in 1979, bringing together nine of the leading schools: Santiago 4; Viña del Mar/ Valparáiso 3; Concepcíon 1; Punta Arenas 1. Fee levels vary enormously; some schools are currently in financial difficulties due to the effects of recession.

At secondary level there is a small number of both state and private technical/professional schools. The four main types of school specialize in agricultural, industrial, technical and commercial subjects. They offer a basic professional qualification in addition to the general secondary school certificate. At present the sector suffers from unclear curricula and lack of specialist staff; these difficulties have led to a fall in enrolment.

In all schools the academic year runs from early March to mid-December and consists of three terms. Some schools operate on a morning and afternoon shift system. Both single-sex and co-educational schools exist, with a tendency for the number of the latter to increase.

Tertiary Education

The three types of tertiary institution (since 1981) and their respective proportions of the tertiary sector are as follows:

universities	66%
professional institutes	12%
technical centres	22%

Total number of students (1982) 154,000

There are twenty-four universities, or institutions of equivalent status, educating approximately 120,000 students and employing over 10,000 teaching staff. The thirteen largest universities (more than 1,000 students) are: Universidad de Chile, Universidad Católica, Universidad de Santiago, Universidad Metropolitana all in Santiago; the Universidad Tecnica Frederico Santa Maria and the Universidad Católica, both in Valparaíso; the Universidad de Concepción and the Universidad de Bío-Bío, both in Concepción; Universidad de Tarapacá, Arica; Universidad Austral, Valdivia; Universidad de La Serena, La Serena; and the Universidad de Talca, Talca.

University entrance is by means of the Prueba de Aptitud Académica (PAA - the Academic Aptitude Test). University education is fee-paying. Students from low income families may apply for a long-term loan which may cover all or part of the fees. This is paid back in instalments starting two years after graduation. Entrance requirements for professional institutes and technical centres are less stringent. Competition for university places is keen: in 1983, 124,000 students applied for about 36,000 places. In spite of a 50 per cent drop-out rate between entrance and qualification, the number of degrees awarded is fairly high relative to the size of the population; the 1982 figures were 16,285 professional or academic degrees, 313 Masters and 8 PhDs.

In 1973 the government took over the appointment of university rectors (nearly all appointees were from the armed forces). A 1981 law divided university studies into two groups: what is, in effect, a privileged group of twelve disciplines (law, medicine, architecture, civil engineering, agricultural engineering, commercial engineering, forestry, chemistry, dentistry, biochemistry, psychology and veterinary science) and the other disciplines. Professional and academic degree courses last from five to seven years. There are current proposals for the return of teacher training and journalism to degree level studies.

The last few years have seen a growth in the number of university postgraduate programmes for subjects which until fairly recently had to be followed outside the country. Eleven universities offer 140 programmes (Masters and PhD) with 2,000 places mainly in natural sciences, social sciences and law. While the increase is likely to continue, there is doubt about the quality of some of the programmes.

English at Primary Level

The primary curriculum established in 1980 for the enseñanza básica in state schools stipulates three periods of English a week in Grades 1-8. In practice, many schools fail to provide this number of periods, since English need only form part of the curriculum if 'the school has qualified and adequate resources' (Revista de Educacion No.79, 1980). In Grades 7 and 8, however, English is a compulsory subject 'unless staff and resources are lacking' - in which case it can again be omitted.

English at Secondary Level

English, at three periods a week, is a compulsory subject. In those private secondary schools which emphasize the place of English in the curriculum up to seven or eight periods may be assigned. However, no secondary schools use English as a medium of instruction for other subjects, with the exception of the US-style Nido de Aquilas, which offers parallel Chilean and US curricula. British-type schools and those schools which bear English names stress the use of English for extra curricula activities.

English is also compulsory in the technical/vocational schools (two periods a week on average; three in the secretarial schools). However, this situation may change as the schools are currently undergoing radical change.

School periods normally last forty-five minutes.

English at Tertiary Level

English courses are available at the following tertiary institutions:

Santiago	-	Universidad Católica Instituto Profesional Chileno-Británico Academia Superior de Ciencias Pedagógicas
Valparaíso	-	Universidad Católica de Valparaíso Academia Superior de Ciencias Pedagógicas
Concepción	-	Universidad de Concepción
Valdivia	-	Universidad Austral
Arica	-	Universidad de Tarapacá
Iquique	-	Instituto Profesional de Iquique
La Serena	-	Universidad de la Serena
Talca	-	Universidad de Talca

Courses at the above lead to the Título de Profesor de Estado Inglés (a qualification entitling the graduate to teach English in secondary schools). The courses normally last for four years but in a few cases they are five years long.

In contrast to the institutions above, which offer teaching certificate courses, teacher training at degree level is only available at the Universidad de Chile in Santiago (English Language) and the Universidad Católica, Santiago (English Philology). The basic courses last for three years - at the Universidad de Chile the teaching qualification is gained after a further year of study. Given the contraction in the job market it is not thought likely that the number of courses will increase.

The Universidad Católica and the Universidad de Concepción offer a three-year course in translation.

English for Specific Purposes (ESP)

Most universities offer ESP (Inglés Instrumental) courses. Sustained growth in this area of English teaching is probably due to the ineffectiveness of

general English teaching at school level. Early approaches to ESP were pioneered in Chile and activity has continued. General research and materials projects have been undertaken. Until recently, views and information were regularly exchanged through the EST/ESP Chile newsletter.

A tradition of specialist teacher training has continued since the early 1970s. The future for ESP development is uncertain. While the number of courses on offer is likely to increase, budgets for materials production, testing and teacher training are likely to be affected by generally reduced resources for higher education. A number of universities has contracted out ESP teaching to private institutions - notably the ICBC (Instituto Chileno-Británico de Cultura) in an attempt to cut costs.

Curriculum and Evaluation

Universities

Each university is responsible for drawing up its own syllabus and for setting and marking termly or yearly examinations. Newly established private universities must have their curricula validated.

Schools

School curricula are the responsibility of a specially appointed Ministry of Education committee which works in close collaboration with the staff of the Centro de Perfeccionamente (CPEIP: the in-service training centre). The most recent teaching syllabus was issued in 1983. Its approach is broadly communicative, with particular emphasis on reading skills. However, it is merely a document of intent with, as yet, little guidance on the implementation of its objectives. An extensive but less than adequate bibliography is included in the document.

There is no national examination for English at secondary level. Examinations are written twice a year by local committees of school teachers; they take the form of objective tests. Standards are uneven and the testing techniques erratic. Examinations provide 40 per cent of the students' promotion marks, the remainder being determined on a continuous assessment basis.

Students and teachers generally feel that there is no urgent need for students to achieve high standards in English in order to enter higher education, however useful English may be when they get there.

A few British-type schools enter their students for the Cambridge First Certificate and Certificate of Proficiency in English. The ICBC is the accredited examination centre. A few schools also enter students for the International Baccalaureate at subsidiary and higher level.

3. TEACHERS OF ENGLISH

All teachers in primary and secondary state schools must be Chilean nationals. The basic qualification at secondary level is the Diploma de Profesor de Estado (Inglés) - i.e. State Teachers Diploma (English) - a pedagogical qualification awarded by universities or professional institutes. Although the qualification is directed towards the secondary sector, no additional qualification is needed for either the primary or higher education sectors. Little growth in teacher numbers has taken place in the state sector in recent years, the main concern being with the process of devolvement.

The ICBC in Santiago has taught a course leading to the RSA (Royal Society of Arts) Diploma for Overseas Teachers of English (DOTE) in response to demand from the British-type schools. It is hoped that the course will eventually attract state-sector teachers.

Until 1980 teacher training took the form of a five-year university course. Since the new higher education laws of 1981 teacher education has lost its university status and has become a four-year programme.

The Diploma course contains language and pedagogic elements in proportions varying from institute to institute. During the fourth and last year of study a methodology course and teaching practice component are also included, the latter being taken at a secondary school. The linguistic standards and professional ability of the staff were high until 1980; until then the majority of them had undertaken graduate and postgraduate work overseas. At present the reorganization process affecting higher education as a whole has led to a lowering of standards.

Private schools are permitted to employ foreign nationals but are required to retain 60 per cent of Chilean qualified staff. In fact, the schools employ a fairly large number of Anglo-Chileans, but few British or American teachers recruited from overseas. There is a larger contingent of American teachers at the US-orientated Nido de Aguilas School than there are UK nationals at any of its British counterparts. A similar pattern is to be found in university Departments of English.

Occasionally, short in-service courses and seminar/workshops are offered by university departments of English, by professional institutes and by bi-national centres, the British Council and the Centro de Perfeccionamento, Experimentación y Investigaciones Pedagógics (CPEIP), which is part of the Ministry of Education. The in-service schemes are, on the whole, insufficient in number and frequency. All of the above aim their in-service training towards the primary and secondary sectors. Since 1975 CPEIP has been running most of its seminar/workshops in conjunction with the ICBC Santiago who provide the staff. At least 200 practising teachers of EFL (English as a foreign language) have attended these seminars, which dealt with a variety of topics.

Teacher training at university level takes the form principally of in-house seminars, the most notable of which have been in the field of ESP. Several ESP options were developed on an in-service basis over a ten-year period since the early seventies, part of the development of ESP which gained a high reputation for Chilean specialists. The most recent of these efforts was the third National ESP Seminar held at the British Council in Santiago with a visiting UK specialist (John Swales, then of the University of Aston).

Until 1980 there was an active teachers' association at university level (Asociación de Metodólogos de Idiomas Extranjeros - Association for Foreign Language Methodology) with about eighty members and a twice yearly newsletter and annual convention. Unfortunately, it has discontinued its work and no other organization has taken its place. Generally, teachers are not involved in local associations. Affiliation to international teachers' associations is also rare among practising classroom teachers in Chile.

4. TEACHING MATERIALS

The great majority of English language courses at all types of institution

make use of commercially produced course material, often supplemented by locally produced or adapted materials of varying quality. A considerable range of titles is in use, including recent British and American publications.

In schools

In the state schools, until fairly recently, locally produced textbooks based on the official syllabus were the rule. Recently, however, developments in the curriculum have led to greater use of imported materials. American courses are preferred and include such courses as New Horizons in English and English for a Changing World.

A wide variety of textbooks is used in the private school sector: these include Streamline, Kernel Intermediate, Start with English, Target, Jigsaw, Strategies and Go. ESP approaches are also being introduced in the final years of the private secondary schools. A number of trends reflecting different interpretations of ESP is apparent:

(i) approaches to EST (English for Science and Technology) by register, using such courses as: A Course in Basic Scientific English, Beginning Scientific English, Easier Scientific English Practice and Nucleus - General Science

(ii) vocational or EOP (English for Occupational Purposes) approaches

(iii) teaching of the lexis of specialized disciplines; in both of these categories a number of narrowly specialized coursebooks is used

(iv) study skills: Skills for Learning and Practical and Faster Reading are two of the titles in use in this area.

As student awareness of the growing need for English in higher education develops, it is expected that ESP will continue to expand in this sector, subject to the availability of teachers with appropriate specialist training.

In universities

University English departments generally use British and US language courses, but produce a considerable amount of supplementary material. Wider use of commercially produced materials is constrained by students' low incomes and the absence of book buying habits. The following courses, among others, are in current use: Strategies, In Touch, Life Styles, Encounters and Notions in English.

University ESP courses use both commercially produced materials and locally written material in mimeograph form. Most departments opt for the second choice in spite of the poor quality of much local material; reduced hours for the programmes make it difficult to justify book purchase - a belief that students cannot afford ESP textbooks, lack of knowledge of what is available and the difficulties of book ordering, especially in the more remote areas, are all contributory causes. The most widely used text is A Course in Basic Scientific English (which has Chilean origins); other widely used books are Nucleus - General Science and English in Focus. In addition, ESP courses for particular disciplines, produced at the Department of Humanities, University of Chile are in use at a few centres.

Books in English are not in plentiful supply. The main reason for this is the cost, which can be as much as five times the British published price.

However, bookshops do little to boost sales by stocking a wider range of titles. At present it is cheaper for an institution to import its books directly from a British supplier; the books need to be ordered as much as six months in advance. The bulk of sales is for English Language Teaching (ELT) textbooks and reference works. It is rare to see a book in English on sale outside the main centres of Santiago, Valparaíso/Viña del Mar and Concepción.

Other Materials

The general use of other kinds of language learning material is generally restricted by the lack of readily available hardware, its frequently poor state of repair and the absence of budgets for hardware and software alike. Most institutions have access to portable cassette players; language laboratories and overhead projectors are occasionally used. Rapid growth of video equipment has been seen in the private sector, where there has also been investment in microcomputers for educational purposes - Apple and Atari are the most popular machines. As software becomes available it is likely to be used for language learning purposes. However, computer use is still very limited in its extent, and has not yet made any significant impact in the ELT field.

Libraries

Few state schools are known to have English material which is any use for teaching in their poorly-equipped libraries. This applies both to teacher and student libraries. In general, budgets are small or nil, and money from parents' associations is usually destined for physical repairs or the purchase of prestige items rather than books. With the recent transfer of most state schools to the municipalities the situation is expected to improve, if only slightly.

Private schools, on the other hand, may have large libraries and occasionally very well-equipped ones. Such is the case for example at the American-type schools, Nido de Aguilas and Santiago College. The most common types of material held by school libraries (though not always up-to-date or attractively printed) are non-fiction readers at various levels, encyclopaedias, dictionaries and, to a much lesser extent, literary works. The idea of classroom libraries and of sets of books for class use is still far from a reality. Unless book reading habits, which are poor in Chile, improve significantly in the next few years, it is difficult to foresee any change for the better. Also, allocations for books and library resources are far from satisfactory even in most private school budgets.

University libraries suffered most heavily during the so-called 'rationalization' process which has affected higher education during the last four or five years. As a result of this, entire libraries are known to have disappeared.

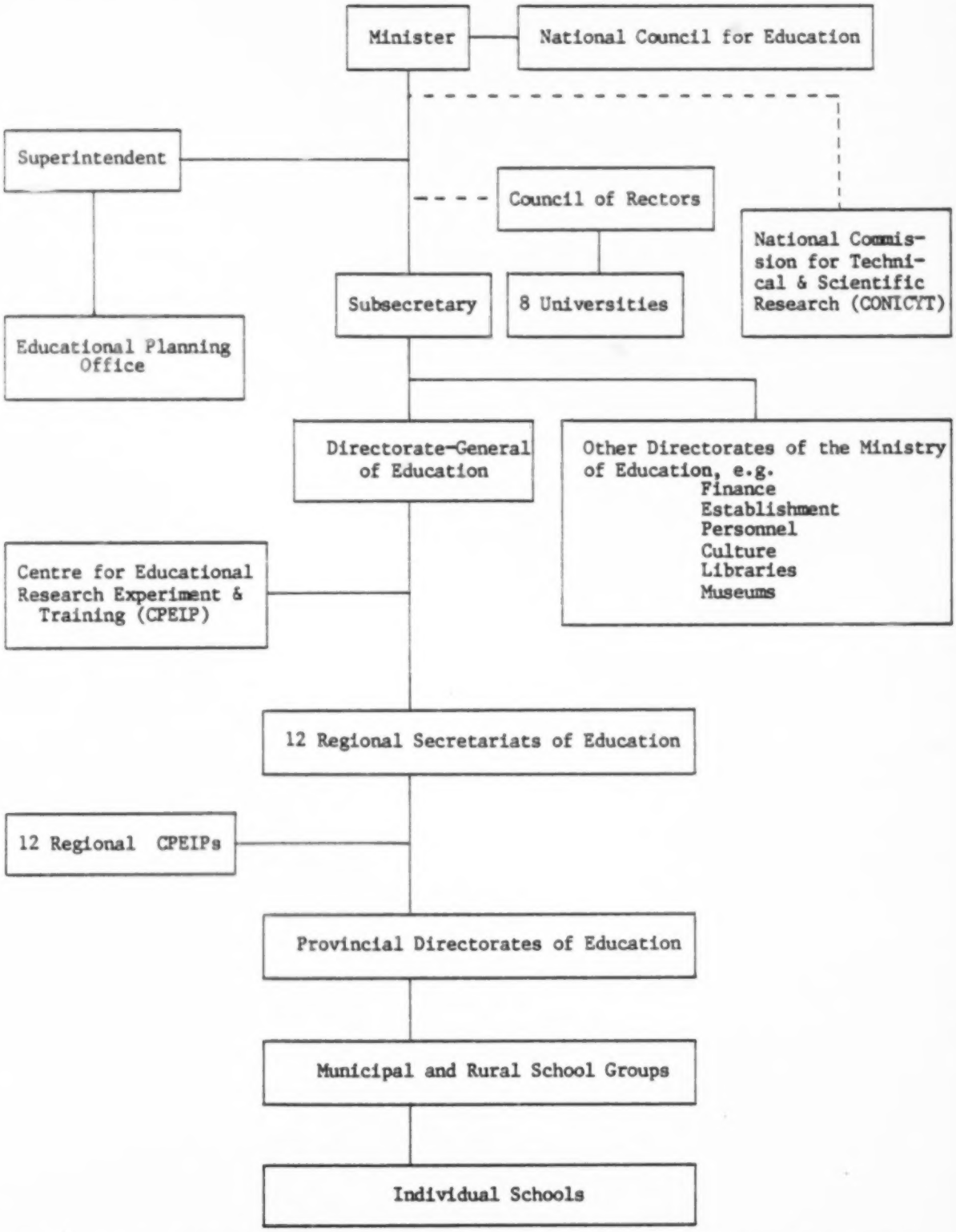
In addition, substantial budgetary reductions have seriously affected the purchase of books and periodicals to the extent that today, despite the growth in the number of ELT periodicals and professional journals appearing world-wide, few institutions are subscribing to these regularly. The few professionals and/or libraries receiving journals restrict themselves to such publications as Forum (US), English Language Teaching Journal (UK) and, to a much lesser extent, more specialized ones such as TESOL Quarterly (US), Language Teaching (UK), and Modern Language Journal (US). Subscription to the locally-produced English Teaching Newsletter is also limited.

The situation is worse where specialist ELT and linguistics journals are concerned; practically no subscriptions are maintained. Similarly, few if any of the seven well-known ESP journals/newsletters are received (despite the fact that several of them are distributed free of charge) at any of the many service-English sections. Given this situation, it is hard to understand how ELT standards can be as high as they are known to be in this country.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

The chart below describes the administrative organization of education in Chile.

ADMINISTRATIVE ORGANIZATION



[Note: - - - indicates autonomous bodies linked to the government through the Ministry of Education]

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

Since 1980 the curriculum for enseñanze básica has required English to be taught from Grade 1 on. The exact requirements are set out in the Revista de Educacíon (see Section 14).

While in primary and secondary schools the Ministry of Education with CPEIP is responsible for the curricula, the universities are all allowed to develop their own syllabi and examinations. The private universities and professional institutes, however, most have their curricula validated by the State Examiner. Their current syllabus dates from 1982 and, if all goes well, they are to become autonomous after three years.

7. ENGLISH OUTSIDE THE EDUCATIONAL SYSTEM

Under the present government the number of small commercial institutes offering language courses has increased considerably. In Santiago alone there are well over thirty. Most of these are concerned with secretarial or other business skills, including courses for bilingual secretaries and interpreters. Computer literacy courses are also becoming popular as are vocationally-orientated language courses for tourism, office and hotel staff. Other language institutes, however, simply offer more of the 'general' English courses already known through the existing school English course, though they are advertised in the press as being extremely promising and of proven efficiency: e.g. 'learn English in five weeks', 'speak English in five months'. Unfortunately, detailed information regarding all these is lacking as practically no questionnaires were returned by these language schools.

In spite of the growth of the language institutes, the largest effort in language teaching still remains with the binational institutes, namely those with British, American and, to a lesser extent, Canadian connections. However, because of the economic situation, all these institutes have felt the pinch: student registration has dropped seriously in the British and American Institutes; and the relatively new Canadian Institute is also suffering. The Instituto Chileno Norte-Americano de Cultura has branches in different cities in the country, but its links with the Santiago Institute are somewhat loose.

The Instituto Chileno-Británico has at present three branches in Santiago. Peak registration in 1982 was 1,700, with a cumulative registration of 4,400 students in the year. There are also ICBCs in Vina del Mar (cumulative estimate annual registration for 1983 being 900), Concepción (1,200) and Arica (450).

The British Council contributes to the libraries of all these institutes. The main ELT activities carried out in the Instituto Chileno-Británico, Santiago, are:

(i) ELT for adults, which provides the largest number of students

(ii) Instituto Profesional: since March 1983 the Institute has been operating as a teacher-training centre, with full recognition by the Ministry of Education

(iii) Royal Society of Arts (RSA) Teacher-Training Course, now in its second year; the Institute is running a course for the RSA Certificate for Overseas Teachers of English (COTE)

(iv) in-service training for teachers: both state sector and Institute staff are invited at least once a year to take part in these activities. The Institute (together with the British Council) also provides occasional one-day sessions as part of seminars organized by the Ministry of Education (see below)

(v) Language for Specific Purposes: the Institute is at present running courses in English and Spanish for Specific Purposes, directed mainly at the business and international communities

(vi) examinations of the University of Cambridge: the Institute is a centre for these examinations

(vii) English Language Testing Service

(viii) an annual training seminar for state school language laboratory monitors, runs jointly with CPEIP.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

The post of English Language Officer (ELO) in Chile was suppressed in 1981. Most of the ELO's duties - administrative and information services - are at present carried out by an English Language Assistant. The British Council has a working arrangement with the ICBC for other ELT support activities such as seminars, lecturing and teacher training, some of which are jointly sponsored by CPEIP. The ICBC has also undertaken occasional pieces of research commissioned by the British Council.

The Council also recruits, on request, staff for British-type schools; two are at the moment working in ELT.

There are two unsubsidized British lecturers working at the Universidad de Talca and the Academia de Ciencias Pedagógicas, Valparaíso; and two others act as occasional lecturers for the Univeristy of Concepción. A small number of British teachers hold jobs in private schools. However, many English-type or English-named generation Anglo-Chileans are hired to teach primary school children.

The British Council has sponsored or co-sponsored lecture tours or seminars by British ELT specialists at the rate of approximately one a year.

In 1982 no full scholarships or fellowships were awarded. This was partly offset by an increase in the number of visitorships, bursaries and invitations to British Council specialist courses and summer schools. The breakdown of Visitors, Bursars, etc. per financial year is:

1980/81 = 2; 1981/82 = 9; 1982/83 = 8; 1983/84 = 6.

Since 1983 long-term awards have been reintroduced at the rate of about one a year.

The British Council has continued to make regular presentations of books to the English departments of Chilean universities, British schools, and the ICBC libraries in Arica, Viña, Santiago and Concepción. As in the past, the most important book presentations have gone to the institutes' libraries, although it is worth noting that the British schools received important book donations in 1981 and 1983.

The Council has continued to expand its English Language Teaching Resource and Information Centre (ELTRIC) which at present houses a stock of 3,500 books/ textbooks and reference material, a collection of 900 commercially produced courses on tape and/or cassettes and fifteen ELT films. Since 1983 the film collection has been enriched with some video film accessions. It is hoped that in the near future the Council will be able to offer a video library and reference sevice for Chilean ELT practitioners to consult.

The Council sponsors the monthly meetings of the ELT Association by providing its Conference Hall and secretarial help. These meetings consist of talks by UK or Chilean ELT specialists followed by general discussions or group work, or other activities such as book and material displays.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

Without doubt the most important contribution to ELT development is the free distribution of FORUM magazine to about 600 Chilean ELT/ESP practitioners.

On the whole American support is directed to the Santiago Instituto Chileno Norte-Americano de Cultura in the form of a wholly subsidized Director. Book presentations and the purchasing of hardware and software for the Institute's library are also common.

There are currently no subsidized American lecturers in the English departments of the Chilean universities; however, other university departments are known to have American experts working on various MA sandwich courses under different schemes.

The most important American-type school in Chile is Nido de Aguilas, where most of the staff are known to be Americans; i.e. all language teachers are native speakers of English.

As mentioned above, American-published textbooks are widely used in the state school system. This is mainly due to the efficient marketing policy that several American publishers maintain overseas (e.g. Scott-Foresman, Houghton Mifflin and Regents).

10. OTHER AGENCY SUPPORT

The Canadian government co-operates with, and gives support to, the Instituto Chileno-Canadiense. This is a private foundation and teaches English and French at all levels, but is not involved in teacher training.

11. COMMERCIAL OPPORTUNITIES

Due to the present serious economic situation, growth in the demand for ELT and other services seems unlikely. As far as books and other software are concerned, British publishers have only made isolated and occasional efforts to promote their wares, particularly in comparison with their American counterparts. Their attitude is probably due to the small size of the Chilean market, present and prospective, when compared to others. Another determining

factor has been the exchange rate policy adopted by booksellers. As a result, imported books are terribly expensive (more than three times the market price) and Chilean readers have been making ample use of photocopying and second-hand books purchased locally. Interestingly, and not at all surprisingly, video and computer-assisted instruction is beginning to form part of the teaching/learning language repertoire. It is unlikely that the Japanese manufacturers will surrender the video market in Chile any more than they have elsewhere. There may be possibilities in the computer field, although the market is not likely to be large.

As far as examinations are concerned, Cambridge University examinations are still much favoured amongst Chileans, although they carry no official recognition. The ICBC acts as a centre for occasional candidates who wish to take the GCE or other examinations. Figures for these have been:

	First Certificate in English	Certificate of Proficiency in English	
December 1979	107	19	
June 1980	3	-	
December 1980	171	33	
June 1981	22	1	
December 1981	233	71	
June 1982	85	9	
December 1982	55	11	(clashed with local university entrance examinations)
June 1983	76	5	
December 1983	78	10	(clashed with university entrance examinations)

12. CREATIVE WRITING

Chile, being a Spanish-speaking country, lacks a writers' association or writers' workshop concerned with English. There is no local branch of the well-known US Association of Technical Writers, which has groups in several non-English-speaking countries. In restricted circles there are a few societies or 'clubs' concerned with Spanish and predominantly Latin-American letters, but hardly ever with British writers.

Local publishing activity is small and understandably restricted to Spanish. The little publishing done in English is related to the two or three locally produced textbooks. Thus the few books available here in English are all of British or American origin.

13. CURRENT RESEARCH

The situation regarding research is both encouraging and depressing.

Encouraging because high quality and practically orientated research was carried out over a long period by a group of dedicated teachers working under very poor conditions. Their research centred almost exclusively on ESP, falling into two main fields: research into linguistic features of various ESP registers (mainly EST), and the carrying out of needs surveys at universities and general community levels. Some projects have received international recognition, being abstracted and reported on in various specialized publications. Needs surveys, on the other hand, have remained mostly unknown except in very restricted circles, thus preventing as wide a use of their results as is desirable.

On the other hand it is depressing, because heavy staff work loads (fifteen to thirty teaching hours), the lack of resources, the absence of university or other libraries considered adequate for research, the paucity of research-minded teachers and/or institutions subscribing to the relevant professional journals, all inhibit present efforts in research. It is true that occasionally one or more of the few dedicated workers still holding a university job may contribute to ELT/ESP research and development, but theirs are only temporary efforts and insignificant if considered globally. It is hoped that the present situation will improve so that valuable work can again be done in Chile, particularly as much of the UK-US based research is of doubtful relevance for immediate local use. However, prospects are discouraging.

Below are some examples of research projects:

Ewer, J.R. (1980) The Modals in Formal Scientific Discourse: Functions, Meaning and Use. Abstracted in ESTESP Chile 8, 6-7 and ESP Oregon 34,5.

Ewer, J.R. (1981) Formal Written and Oral Scientific English: Main Microacts (Functions/Notions) and their Indicators (Principal Exponents). Abstracted in EST/ESP Chile 10, 15-16.

Horsella, M. (1980) A Contrastive Approach to Reading Difficulties of Less Proficient Students of English for Science and Technology. ESP/EST Chile 8, 8-16.

Horsella, M. and Sindermann, G. (1980) Relative Clauses in EST: an Assessment on Difficulty. EST/ESP Chile 9, 5-6.

14. BIBLIOGRAPHY AND FURTHER INFORMATION

Revista de Educación - published monthly by the Ministry of Education. No.79 (1980) and No.94 (1982) contain the syllabuses for primary and secondary education.

Until recently three ELT magazines were published, each appearing two or three times a year. Unfortunately two of them - EST/ESP Chile and AMIE Bulletin - have had to be discontinued. The remaining one is the English Teaching Newsletter - published three times a year by CPEIP.

15. GENERAL STATEMENT

As with any teaching activity where large numbers of students, staff and

educational administrators are involved, ELT in Chile shows strengths and weaknesses. It is strong in as much as the number of students engaged in English language learning throughout the country has never diminished; in fact probably increased. Strong, as well, because the general standards of quality have been recognized as being high in the past. Former ELOs for example have expressed their surprise at the very high level of ELT expertise among university and other senior teachers, to the extent that they feel that Chile has a higher standard of ELT than the country really needs. To those incapable of providing such evaluations on a multi-country basis ELT standards in Chile have come to be accepted as the norm, even though there is scope for improvement.

It is weak, on the other hand, because the political/economic events affecting the country as a whole have greatly affected ELT activities, in particular in the recent past. Thus the partial or total suppression of ESP courses at universities, the laying off of ELT/ESP staff (in circumstances where alternative employment is difficult), the generalized reductions in budgets for purchasing didactic materials and various learning aids, and even, in a few cases, the suppression of entire teacher-training programmes, are no doubt affecting ELT in the short term and, more important, in the long term.

Weak, as well, because the results of the 'general' English school course in Chile are admittedly poor, as a recent study powerfully demonstrated. If this were not the case the growing need for ESP courses at universities and language institutes would not be so noticeable. Criticism of this wasteful and far too general type of programme has been maintained by several ESP specialists.

Assuming Chile's current economic crisis will improve, albeit slightly, in the next year or so, and that the existing emphasis on exports with the minimum of government control will continue, and that legislation for retaining remains unchanged, the likely results for ELT will be:

(i) A renewed growth in ESP courses for adults. These will include EST (English for Science and Technology) and EVP (English for Vocational Purposes). It is not possible to forecast numbers involved or range of subject matter.

(ii) A continued effort amongst the ever-growing number of British-type and English-named schools throughout the country to give as much emphasis as possible to the teaching/learning of English. This will mean setting aside a greater number of hours per week for English and teaching several school subjects, at least at primary level, through English.

(iii) In the teacher-training institutions a possible lowering of standards of entry (even greater than those experienced lately) to attract a sufficient number of candidates to fill vacancies. High drop-out rates during studies and an extremely low percentage of graduates taking up full-time appointments on the completion of their studies are likely to continue if salaries do not improve significantly, at least to standards which are comparable to those ELT graduates can get elsewhere, e.g. as bilingual secretaries or translators.

(iv) Restoration of university research programmes and investment in libraries and equipment as far as ELT is concerned is highly unlikely. Since teaching is normally a low-status career and teachers are well known for being poor fighters, the existing resources (small at the best of times) are likely to be allocated to those professionals/institutions having the right contacts.